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ABSTRACT

An objective index of degree of parental agreement was generated by comparing the independent responses of 83 parental dyads to a set of Q-sort items referencing child-rearing values and orientations. This index was found to significantly predict subsequent continuation or termination of the marriage and to relate to independently-described characteristics of the family home environment. Further, the index of parental agreement was significantly related to the quality of psychological functioning in boys and in girls over a four-year age range, from age 3 to age 7. The results of this study support, for the sample of boys, the hypothesis that agreement between parents is positively related to ego-control and to ego-resiliency as reflected in resourcefulness, verbal facility, and acceptance of responsibility for one's actions and feelings, to task orientation, and to intellectual functioning. For girls, however, parental agreement level is negatively associated with ego-control and is essentially independent of ego-resiliency. Similar results were obtained in a replication study of ninth and tenth grade students. In attempting to account for the sex-differentiated findings with respect to the effects of parental agreement-disagreement, four explanations are suggested.
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Parental Agreement-Disagreement on Child Rearing
Orientations and Gender-related Personality
Correlates in Children

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Running Head: Parental agreement and child personality

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Abstract

An objective index of degree of parental agreement was generated by comparing the independent responses of 83 parental dyads to a set of Q-sort items referencing child-rearing values and orientations. This index was found to significantly predict subsequent continuation or termination of the marriage and to relate to independently-described characteristics of the family home environment. Further, the index of parental agreement was significantly related to the quality of psychological functioning in boys and in girls over a four-year age range, from age 3 to age 7. Reliable differences were found in the patterning among relationships for boys and girls wherein parental agreement was more implicative for the psychological functioning of boys than for girls and was related positively to the development of ego-control in boys but was related negatively to the development of ego-control in the sample of girls.

Parental Agreement-Disagreement on Child Rearing
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The quality of parental interactions has been implicated increasingly over the past two decades as a factor contributing to the social and emotional development of the child. Various studies suggest that certain kinds of parental interactions are associated with the development of aggressive and antisocial behaviors and other types of emotional disturbances in children (Lobitz & Johnson, 1975; McCord, 1979; McCord, McCord & Howard, 1961; McCord, McCord & Zola, 1959; Patterson, 1975; Quinton, Rutter & Rowlands, 1976; Vogel & Bell, 1968.) Further, studies suggest that the parents of children with psychopathology often have serious unresolved conflicts between themselves (Kluckhohn, 1968; Rutter, 1979; Spiegel, 1968) and that one of the major areas of conflict between parents involves discrepant value systems (Gerber, 1976; Vogel & Bell, 1968). Child rearing methods represent one area, implicative for the quality of child behaviors, where the values of the parents may or may not converge. Parental disagreement about child-rearing values would be expected to affect child functioning because the child is exposed to contradictory, confusing messages from the disagreeing parents, the child's loyalties are stressed, and the child's attempts to discern order and predictability in the world are complicated by the absence of consistent responses or guidelines from the parents.

Unfortunately, aside from clinical studies and studies of divorce where parental conflict is often extreme and pervasive, (e.g., Hetherington, Cox & Cox, 1976; Wallerstein & Kelly, 1974), empiricism seldom has focused on specific studies of parental conflict in essentially "normal", clinically unselected families. Further, studies of parental conflict generally have not yielded clearly interpretable results because parental conflict has been difficult to operationalize. Investigators have relied often on derivative measures in which parental conflict is evaluated from interviews (often with only one spouse), is inferred from responses to marital satisfaction scales, or is assessed through the perceptions of the child. More systematic studies of the coherence of parental attitudes and values are required, particularly studies in which the effects of parental agreement-disagreement upon the child are evaluated.

The present study represents one such attempt, seeking to evaluate the relationship between degree of parental agreement over child-rearing issues and the behaviors of the child, as independently measured. Parental agreement-disagreement in socialization values is operationalized as the degree of congruence (i.e., correlation) existing between the descriptions of child-rearing practices independently offered by the mother and by the father of a child. Using this method of operationalizing parental agreement, Block (1972) found, in a study of college students during the era of student activism, that the parents of college students who rebelled against societal institutions but not against their parents manifested higher levels of agreement in their child rearing orientations than did the parents of college students who rejected both societal institutions and their parents' values. A study of popularity

in pre-schoolers (Chung, 1978) revealed that the parents of children judged as popular in nursery school were more likely than parents of children judged unpopular to agree on child-rearing attitudes concerning affective expression and suppression of aggression. The results of these studies provide beginning support for the usefulness of indexing parental value agreement in child rearing by comparisons of parents' independently offered responses to a set of child-rearing items. Further, these studies suggest that parental agreement about child-rearing orientations benefits the quality of both the parent-child and child-peer relationships.

In this paper, the degree of parental agreement on child rearing orientations when their children were 3 1/2 years of age is examined in relation to the personal characteristics of the children at ages four, five, and seven. Specifically, it was expected that degree of parental agreement would be associated both with degree of ego control and degree of ego-resiliency (Block, J. & Block, J.H., Note 1; Block, J.H. & Block, J., 1980) in young children, both concurrently and prospectively.

Method

Subjects

The subjects were 83 children, 38 boys and 45 girls, participating in an ongoing longitudinal study of ego and cognitive development (Block, J. & Block, J.H., Note 1; Block, J.H., & Block, J., 1980; Block, J., Block, J.H., & Harrington, 1974; Harrington, Block, J.H., & Block, J., 1978) whose parents both completed the Child-Rearing Practices Report (Block, J.H., Note 2). The families live in an urban setting and are heterogeneous with respect to the

socio-economic status and educational levels of the parents. Data collection was begun when the children were enrolled as three year olds in one of two nursery schools comprising the Harold E. Jones Child Study Center in Berkeley. Subsequent data were gathered when the children were four, five, and seven and, most recently, at 11 years of age.

The Parental Agreement Index

When the children were approximately 3 1/2 years old, both their mothers and fathers independently described their child-rearing values, using the Child Rearing Practices Report (CRPR) (Block, Note 2), a 91 item Q-set. Parental agreement was evaluated by correlating the independent CRPR responses of each parental dyad. That is, for each parental pair, the coefficient resulting from correlating the mother's responses to the 91 CRPR items with the responses of the father represents a score or index reflecting the degree of parental agreement with reference to child-rearing orientations. The range of agreement scores was from $-.06$ to $+.86$ ($M = .60$). The Spearman-Brown reliability of the parent agreement index, computed from the split-half correlation, is $.83$.

The California Child Q Set

Personality characteristics of the children were described by their nursery school teachers at ages three and four and by their public school teacher(s) at age seven using the standard vocabulary of the California Child Q-Set (Block, J.H. & Block, J., 1980), an age-appropriate modification of the California Q-set (Block, J., 1961; 1978). This Q-set consists of 100 widely

ranging statements about the psychological characteristics of children. At age three, each child was described independently by three nursery school teachers using the 100 item Q-set in a forced, nine-step distribution. When the children were four years old, an entirely different, non-overlapping set of teachers contributed Q-descriptions. The same procedure was repeated when the children were at age seven when, typically, only one teacher was available to complete a full, 100 item Q-description of each child. However, at age seven each child was also described, independently, by two psychologists each of whom had seen the child in two hour-long sessions involving diverse procedures and interactions. These examiners used 63 of the items from the 100 item CCQ set for their descriptions of each child. For each age level, the independent Q-sort formulations of the child provided by the Q-sorters were composited. Over the 100 CCQ items, the average item reliability was .65 at ages three and four. For the 63 items that could be composited at age seven, the average item reliability was .47.

Data reduction was achieved using both empirical and conceptual criteria. Initially, the 100 CCQ items from the data available at age 3 were factor analyzed using varimax rotation. The Q-items constituting the first factor and three other large, broadly-defined factors were submitted, in turn, to further factor analyses in order to achieve more articulated, homogeneous scales. Guided by factor loadings and conceptual understandings, twenty-one item "sets" or scales or "superitems", as we have elected to identify them, were defined. Scores for each superitem were developed by standardizing and then compositing the items comprising each scale. Using the same scoring formula, scores for the 21 superitems were generated also from the CQ data avail-

able at ages four and seven. The average inter-item correlations on the superitems range from .40 to .76 and the reliabilities of the composited scales range from .66 to .93. Nineteen items from the CCQ emerged from the factor analysis as "singletons" and, because of their reliability and intrinsic psychological interest, these items as well were included in the analyses.

Results

The mean agreement scores for the parents of boys and the parents of girls were .60 and .60, respectively.

Construct Validity of the Parental Agreement Score

The construct validity of the parental agreement score was evaluated in two different ways: (1) by relating parental agreement scores to marital status ten years later and (2) by relating agreement scores to independent observations of the home environments 2 1/2 years later.

The relationship of parental agreement to subsequent marital status. A recent follow-up study in which mothers were interviewed on a number of topics provided information about the marital status of each couple who had completed the CRPR some ten years earlier. Analysis of the relationship between current marital status and early parental agreement scores was restricted necessarily to the 57 white families where both the mother and the father completed the CRPR when their child was in nursery school. Families from ethnic minorities were excluded from this analysis because a disproportionate number of families were lacking CRPR data from one or both parents. The 57 white families available for analysis were divided into two groups: an "intact" group consisting

of couples whose marriages were currently intact ($N = 38$) or were intact at the time one spouse died of natural causes ($N = 2$) and a "terminated" group consisting of couples whose marriages had terminated in divorce ($N = 16$) or ended by a murder/suicide ($N = 1$). The parental agreement scores for the Intact group (Mean agreement = .66; standard deviation = .13) and the Terminated group (Mean agreement = .55; standard deviation = .16) were compared. A t-test of the difference between means was significant at the .007 level, one-tailed test ($t = 2.50$; d.f. = 55). This prospective analysis, relating parental agreement scores obtained to the subsequent outcome of the marriage ten years later offers strong support for the construct validity of the parental measure.

The relationship of parental agreement to home environment qualities. The construct validity of the agreement score also was assessed by identifying characteristics of the family environment subsequently found to be associated with the parental agreement index.

Data characterizing the home environments were obtained from either one of two observers who conducted home visits with each family an average of 2-1/2 years after the CRPR Q-sorts were completed. The home observers formulated their descriptions of the home environments using the Environmental Q-sort, a 59-item version of the more comprehensive item pool used by Block (1971). The home observers had no knowledge of the earlier parental responses to the CRPR.

The Environmental Q-sort variables significantly correlated with the agreement index are reported in Table 1. Sixteen independently-evaluated EQ

items are associated with the agreement index at or beyond the .05 level of significance.

insert Table 1 about here

Thus, the homes created by parents who agreed in their child-rearing orientations were judged by the home observers to be congenial, productive centers in which consideration of others is evidenced and value is accorded intellectual and cultural pursuits. Negatively correlated with prior and independently assessed parental agreement are items reflecting the presence of family discord and conflict, a cheerless, constricted atmosphere, the possibility of discrimination based on race, religion, or social class, the active participation of relatives in the child's socialization. Together, the EQ items provide evidence that the parental agreement index relates in conceptually expectable ways to other observable parental indicators, i.e., the characteristics of the home environment, thus bolstering belief in the incisiveness and usefulness of the index.

Child Correlates of Parental Agreement

With regard to intellectual functioning as measured by the Wechsler Preschool Scale of Intelligence administered to the sample of children at age 4, the parental agreement index correlates .45 with full scale IQ for the sample of boys and -.07 for the sample of girls. The difference between these correlations is significant beyond the .02 level ($z = 2.36$). Equivalent sex-differentiated relationships are found also when other aspects of psychologi-

cal functioning indexed by the CCQ are related to parental agreement scores.

Scores on the 21 CCQ superitems and the 19 single CCQ items at ages three, four, and seven were correlated with the parental agreement scores for the sample of boys and separately for the sample of girls. The correlations are listed in Table 2.

insert Table 2 about here

Also reported in Table 2 are the statistically significant differences between the correlations for the sample of boys and the corresponding correlations for the sample of girls.

When the correlations are examined separately for boys and for girls, a difference in the patterning of scores for the two sexes emerges. Nineteen CCQ variables (47.5%) were correlated significantly ($p < .05$) for the three-year old boys while only one CQ variable was significant in the sample of girls. At age three, parental agreement was highly related, in the sample of boys, to CQ variables reflecting maturity of social relationships, ego control, competence, autonomy, and coping abilities. In the sample of three year old girls, however, parental agreement was essentially independent of the quality of psychological functioning.

At age four, fewer CCQ variables (20%) are significantly associated in the sample of boys with parental agreement as assessed one year earlier, while for the sample of girls, the relationships appear somewhat stronger. Differ-

ences in the patterning of correlations for boys and for girls, however, appear relatively stable over time. Four year old boys whose parents were more in agreement about their socialization emphases one year earlier continue to be task oriented, autonomous, verbally facile, more controlling of impulse, appropriate in expression of affect, and able to admit negative feelings. These boys are also seen as open and direct in interpersonal relationships. Parental agreement is associated, however, in the sample of girls, with quite different personality characteristics: girls whose parents manifest higher levels of agreement are described as less empathic, less protective, less resourceful, and as more undercontrolling of impulse. These qualities are reflected in the CCQ superitems indexing control of impulse, compliance, and interpersonal reserve.

At age seven, sex differences in the patterning of correlations remain. Seven year old boys whose parents were more in agreement about their child rearing values four years earlier are described as more task oriented, verbally facile, and as more interesting persons. They are also perceived as behaving in a less sex-typed manner. Consistent with the way they were rated at four, the seven year old girls whose parents were in agreement on child rearing practices are seen again as less inhibited and less reserved. At seven, there is still a significant difference between the association of parental agreement with level of impulse control for boys and girls. Parental agreement is associated positively with ego or impulse control in the sample of boys, and is associated negatively with ego or impulse control in the sample of girls. These results assume added implication when it is recalled that the data reflecting child personality characteristics are completely independent

between age levels.

It should also be noted that the relational differences in the personality characteristics found to be associated with parental agreement in the sample of boys and in the sample of girls exist even though no differences, or even trends toward differences, are found when the means and the standard deviations of parents of boys and parents of girls are compared with respect to their CRPR agreement scores. Further, no differences exist between the parents of boys and the parents of girls in educational level or in SES. (Mean years of education for mothers of boys and mothers of girls is 15.9 and 16.0 years, respectively; mean SES level for parents of boys and parents of girls is 18.0 and 18.0, respectively). The reliable and stable sex differences cannot, then, be attributed to demographic differences between the parents of boys and the parents of girls.

A Replication of the Sex-Differentiated Child Correlates of Parental Agreement

Because the sex-differentiated pattern of results showing different implications of parental agreement for boys and for girls is, if dependable, of considerable importance, it seemed necessary to replicate these findings. In 1965, in connection with another research project, a sample of parents of 9th and 10th grade students enrolled at Berkeley High School completed the CRPR. Thorndike-Lorge intelligence test scores for the children of participating parents were available. In an attempt to evaluate the replicability of results issuing from the present study, parental agreement scores were generated for 78 couples who had completed the CRPR (44 parental dyads of males; 34 parental dyads of females). The range of parental agreement scores was similar to that obtained in the present study (-.06 to .80) and the mean agree-

ment scores for parents of female students (Mean = .59) and parents of male students (Mean = .48) were not significantly different ($z = .68$). When parental agreement scores of the parents of high school students were correlated with the Thorndike-Lorge intelligence test scores, the results accord with the findings of the present study. For the male sample, parental agreement correlated .33 ($p < .05$, two-tailed test) with intelligence while for the female sample, parental agreement scores correlated .02. These findings replicate the essential pattern of results found in this study where the comparable correlations with IQ were .45 and $-.07$ for the sample of preschool males and females, respectively.

Discussion

The results of this study support, for the sample of boys, the hypothesis that agreement between parents is positively related to ego-control and to ego-resiliency as reflected in resourcefulness, verbal facility, and acceptance of responsibility for one's actions and feelings, to task orientation, and to intellectual functioning. For girls, however, a different picture emerges -- parental agreement level is negatively associated with ego-control and is essentially independent of ego-resiliency.

These several gender-divergent results, while evocative and raising many questions, are not isolated findings; they were replicated here in an independent study and are in broad accord with related results reported by other investigators. In studies of divorce, for example, the impact of marital discord and divorce on the emotional and social adjustment of children has been found to be more pervasive and more enduring for boys than for girls

(e.g., Hetherington, Cox & Cox, Note 3, 1976; Porter & O'Leary, in press; Rutter, 1979; Wallerstein & Kelly, in press). Hetherington *et. al* report that boys show more sustained noncompliant, aggressive, antisocial behaviors following divorce than girls. Other studies comparing personological characteristics of school-aged children and young adults reared in nuclear families with those reared in single-parent families report differences in self-control and acting-out (really, acting-up) behaviors in the sample of boys, differences that generally are not found in the sample of girls (e.g., Gurin, Veroff & Feld, 1960; Nye, 1957; Santrock, 1975). From a still different perspective, Radin (1976) reports a difference in the relationship of paternal nurturance to cognitive performance in four-year-old boys and girls. For boys, paternal nurturance is associated significantly and positively with performance on a battery of cognitive tasks while for girls, no such association was found.

Together, the results from these studies cohere in suggesting that the quality of parental interactions is more implicative for the psychological functioning of sons than of daughters. In attempting to account for the sex-differentiated findings with respect to the effects of parental agreement-disagreement, four explanations are suggested.

The first interpretation suggests that the salience of the two parents differs for boys and for girls. Under conditions of differential parental salience, the conflict between parents would be expected to be less apparent to the child. Lamb (1976) reports that the emotional bond existing between father and son is stronger than that existing between father and daughter. For daughters, therefore, the lesser saliency of the father during the early

childhood years may attenuate the effects of parental disagreements. When disagreements erupt into conflict, the daughter may experience less anxiety because she can align herself with relatively less ambivalence to her more salient parent, the mother. For sons, however, both parents are highly salient: the mother by virtue of her inevitable physical presence and the father by virtue of his psychological bond with the son. With high and equal salience of both parents, the son may be buffeted more often by conflicting loyalties, feeling it necessary to align himself alternatively with one parent or the other. In such a situation, parental disagreements, when manifested in overt conflict, would be expected to create more anxiety and psychological dysfunction in boys.

A second possible interpretation of the gender-related findings reported here focuses upon the differential importance for boys and for girls of having control over external events. If it is assumed that disagreement between parents creates the "ever-present danger" of explosive parental outbursts and contributes to the child's perception of the home environment as relatively unpredictable, then according to the results of Gunnar-Vongnechten (1978), boys can be expected to be more affected by parental disagreement than girls. Gunnar-Vongnechten found evidence, replicated in a second study, that the inability to control the onset of an aversive stimulus was more distressful for boys than for girls. She concluded that the importance of predictability and of having control over events was more important for males than for females. In the context of the present study, disagreeing parents may be expected to provide a more capricious and aversive environment for their children, an environment in which extrapolations are imperiled and control over events impos-

sible to achieve. Extrapolating from Gunnar-Vongnechten's results, such an environment would be expected to be more disturbing and anxiety arousing for boys than for girls.

A third explanation of the sex-differentiated effects of parental agreement-disagreement relates to the interpretation offered above and derives from Rutter's (1979) observation that males are generally more vulnerable than females -- not only to physical stresses and hazards, but to psychosocial stresses as well. In samples selected for different types of pathology, family discord and disharmony consistently have been found to be more highly associated with conduct disorders in boys than in girls (Rutter, 1970; Wolkind & Rutter, 1973). While Rutter notes the differential vulnerability of the two sexes, he does not discuss the mediating processes that may contribute to the pattern differences. The present study extends Rutter's observation by providing evidence, with an essentially normal, healthy sample unselected for marital problems in the parents or behavior problems in the child, that boys are more negatively affected by parental disagreement than girls. The support of Rutter's generalization in a clinically unselected sample may encourage further research efforts to systematically evaluate the differential vulnerability hypothesis in the psychosocial domain.

A final conjecture to explain the different relations between parental agreement and ego-control characterizing the sample of boys and the sample of girls derives from our earlier suggestion that the process of socialization has different implications for the two sexes (e.g., J. Block, 1971; J. Block, von der Lippe, & J. H. Block, 1973; J. H. Block, 1973). Block *et al.* (1973)

proposed that, in males, the process of socialization develops impulse control that functions to mitigate aggression while, for females, traditional socialization develops impulse control that functions to reinforce caution and compliance. The reliable finding of greater aggressivity in males suggests that the taming of impulse in males is a greater societal necessity in males than in females. If the level of socialization experienced by boys and girls tends to be comparable, it may be expected that what is suitable socialization for males may be over-socialization for females by virtue of their lower levels of aggression.

Amalgamating and summarizing these several interpretations of the present findings, it is suggested that agreement between parents creates a more structured, predictable, and therefore controllable environment than would be found in homes characterized by parental disagreement on child-rearing values and that such controllability is more relevant for boys than for girls. For males, such an environment also would be expected to encourage the achievement of appropriate levels of impulse control and to facilitate psychological growth. Given the greater general vulnerability of the male child, as suggested by Rutter, and given that a more structured, coherent environment would benefit the functioning of a vulnerable child, it may be expected that congruent external structures would be especially helpful to males in their development of internal control structures. Further, parental cohesion, in the case of the more vulnerable male child for whom both parents are highly salient, as Lamb has suggested, would serve to protect him from stress and conflict.

Girls, on the other hand, may be insulated from the effects of parental agreement-disagreement both by virtue of their lesser vulnerability to stress during the early years and by virtue of the differential salience of the two parents, at least during the childhood years. Whether this sex-differentiated pattern of results surrounding parental agreement-disagreement will continue into the adolescent years when fathers are thought to become more important figures in the lives of their daughters will be important to determine.

The results of the present study underscore the importance of considering the derivative effects of diverging parental value systems and interaction patterns on children. The sex-differentiated findings indicate the need for future studies designed to identify specific factors mediating the effects of parental agreement-disagreement on each sex.

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Table 1. Independent Q-sort Descriptions of the Family

-24-

Environment Significantly Associated with the Parental Agreement Index

Environmental Q-sort Item	Correlation	Significance Level
The C is experiencing a sophisticated, complex home environment	.48	.001
The mother appears to be an educated woman	.43	.001
The family atmosphere seems congenial, informal	.40	.001
The house seems to be a productive center, projects, crafts, etc. in evidence	.36	.002
Mother emphasizes the life value of culture and the arts	.30	.01
Mother emphasizes the life value of an intellectual orientation, of rationality in decision and outlook	.29	.01
There is a family atmosphere of consideration of the needs of others	.26	.02
The home seems to be a centripetal center for activities (e.g., play, parties, visiting children, adults, meetings)	.24	.05
The child may be subjected to some form of discrimination due to race, religion, social class, nationality	-.34	.003
Relatives appear to play a role in child's socialization	-.33	.005
The mother appears to be authoritarian	-.28	.01
There is a family atmosphere of discord, conflict, recrimination	-.28	.01
The atmosphere of the home is constricted, suppressive, and cheerless	-.26	.03
The family is beset by many tragedies and misfortunes (e.g., illness, accidents, deaths, radical relocations)	-.26	.03
Mother's limitations and vulnerabilities are apparent	-.23	.05
The family environment seems to include a significant and genuine religious element	-.23	.05

Table 2. California Child Q-sort Correlates of Mother-Father

Agreement on Child-Rearing Practices (CRPR)

Differences Between Correlations

Boys			CCQ Superitems	Girls			Boys vs. Girls		
Age 3 (N = 38)	Age 4 (N = 41)	Age 7 (N = 35)		Age 3 (N = 45)	Age 4 (N = 44)	Age 7 (N = 33)	Age 3	Age 4	Age 7
.47**	.24	-.11	Empathic Relatedness	-.17	-.36*	-.06	2.98**	2.76**	
.53***	.32*	.41**	Task Oriented	.09	-.04	.04	2.12*	1.65	1.56
-.36*	-.28	-.05	Externalizing Vulnerability	.06	.24	.31	1.91	2.36*	
-.49**	-.43**	-.25	Undercontrol	.25	.37**	.25	3.46***	3.77***	2.01*
.26	.15	-.02	Compliance	-.12	-.39**	-.33	1.69	2.50*	
-.26	-.22	.09	Lack of Resourcefulness	.09	.43**	.32	1.56	3.03***	
.38*	.08	-.09	Interpersonal Relatedness	-.24	.03	.09	2.82**		
.50**	.43**	.56**	Verbal Facility	.14	.15	.20			
.02	.03	-.04	Interpersonal Reserve	-.08	-.33*	-.38*		1.65	
.35*	.27	.31	Resilient	-.01	.13	.11	1.64		
-.40**	-.22	.06	Manipulative	-.18	.05	-.04			
-.35*	-.29	-.05	Energetic, Active	.06	.06	.16	1.86		
.30	.08	-.04	Inhibited, Constricted	-.03	-.28	-.39*		1.63	1.46
.42**	.19	.23	Fantasy Orientation	.08	.05	.12	1.60		
.35*	.38**	.21	Autonomy Striving	.13	.12	.16			
-.27	-.25	-.08	Negative Self Evaluation	-.20	.03	.05			
-.03	-.15	.02	Worrying	.10	.16	-.21			
.04	.09	-.04	Popular	-.02	-.18	-.06			
.16	.05	-.01	Physical Attractiveness	.14	-.02	-.11			
.12	-.02	.04	Victimized, Scapegoated	.08	-.12	-.22			
-.17	.29	.29	Negative Evaluation of Others	-.02	-.02	-.14			

Table 2 - California Child Q-sort Correlates of Mother-Father Agreement on Child-Rearing Practices (CRPR)

				Differences Between Correlations					
Boys			Singleton Items	Girls			Boys vs. Girls		
Age 3 (N = 38)	Age 4 (N = 41)	Age 7 (N = 35)		Age 3 (N = 45)	Age 4 (N = 44)	Age 7 (N = 33)	Age 3	Age 4	Age 7
-.53***	-.35*	-.20	Restless, Fidgety	.10	.12	-.09	3.02***	2.16*	
.33*	.05	-.32	Protective of others	-.29*	-.39**	-.08	2.80**	2.05*	
.35*	.19	-.18	Calm	-.08	-.24	.18	1.95	1.94	
-.47**	.03**	-.58**	Behaves in Sex-Typed Ways	.04	-.24	-.24	2.40*		
-.34*	-.27	.00	Immobilized under Stress	.16	-.06	.02	2.25*		
-.36*	-.35*	-.03	Inappropriate Emotions	.09	-.04	-.03	2.04*		
.04	.37*	-.09	Open and Straightforward	.10	-.16	.09		2.44*	
.32*	.48***	-.12	Admits Negative Feelings	.07	.13	.08		1.74	
-.36*	-.14	.02	Likes to Compete	-.17	.05	.15			
-.27	-.08	-.04	Seeks Physical Contact	.06	.28	-.14		1.63	
-.25	-.02	-.14	Anxious	.10	.02	-.11			
.20	.13	.09	Curious, Exploring	.08	.10	.20			
-.16	-.29	.19	Imitates Others	-.23	-.11	.25			
.01	-.22	-.29	Withdraws under Stress	-.12	-.05	-.11			
-.12	-.30	.03	Mannerisms, Rituals	.14	.09	-.03			
-.15	.14	-.03	Teases Others	-.14	.19	.00			
.20	.10	.06	Prefers Solitary Activities	.11	-.14	-.09			
.09	.04	.34	Interesting, Arresting	.17	.21	.12			
.03	-.14	.01	Psychosomatic Problems	.04	.03	.13			

* $p < .05$

** $p < .01$

*** $p < .001$